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ABSTRACT

One of a set of seven instructional materials designed for competency-based vocational education administrator education, this module focuses on the learner's accomplishment of objectives related to procedures for planning and implementing vocational programs for disadvantaged and handicapped persons. Following introductory material discussing the organization of the module, the module's terminal objective and six enabling objectives are presented along with information on required and optional resources. Major content is comprised of six sequential learning experiences, each directed toward helping the learner accomplish one of the module's six enabling objectives. Titles of the learning experiences are Federal Legislation and Funding Sources Related to Handicapped and Disadvantaged Students in Vocational Education, Serving Disadvantaged and Handicapped Student Populations (two activities), Establishing Policies Which Facilitate the Delivery of Vocational Education to Handicapped and Disadvantaged Students, Determining Resource Requirements, and Establishing a Program Implementation Timetable. Each experience includes an explanation of the activity, a self-check, and model answers to serve as feedback. The final learning experience is designed to allow application of learning in an applied setting. The module concludes with module assessment and administrator performance forms designed to test the exit competence of the learner. (SH)

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PLANNING VOCATIONAL EDUCATION PROGRAMS FOR THE DISADVANTAGED AND HANDICAPPED

Competency-Based Administrator Education Module

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Competency-Based Administrator Education Project
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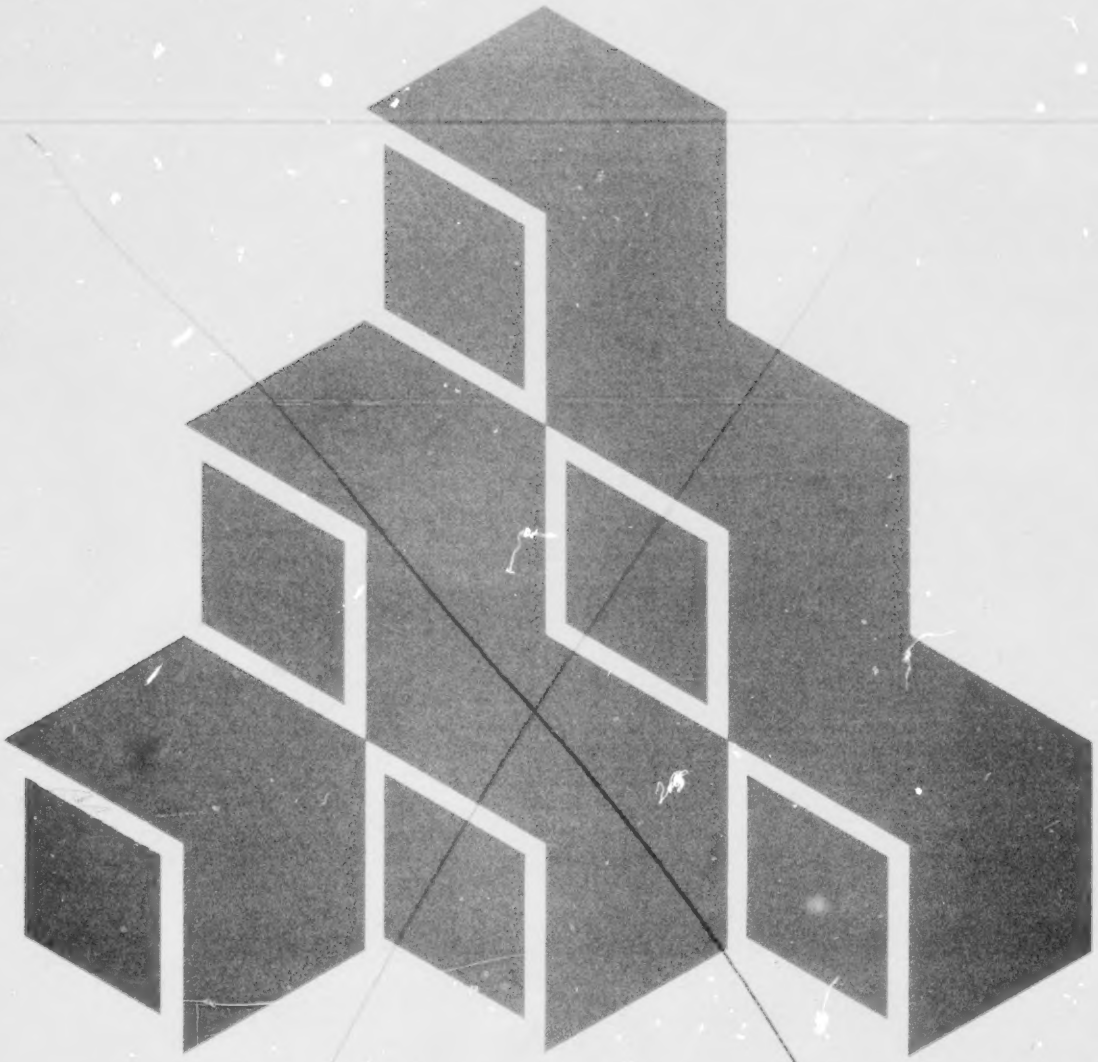

Competency-Based Administrator Education Module

Planning Vocational Education Programs For The Disadvantaged And Handicapped

Division of Vocational and Technical Education
Virginia Polytechnic Institute and State University · Blacksburg, Virginia 24061

CE 012 619

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INTRODUCTION

During the past several years, Americans have become increasingly aware of the educational needs of the disadvantaged and handicapped. Growing recognition of the needs of this significant segment of the population has led to passage of local, state, and federal legislation maintaining the rights of disadvantaged and handicapped persons to medical treatment and educational opportunity. In turn, this healthy development has led to positive, nation-wide efforts to improve the quality of education offered to individuals who have special needs due to physical, mental, and economic handicaps.

The vocational education leader has a professional and moral obligation to provide programs which meet all students' needs, regardless of handicaps such as socioeconomic circumstances, physical deficiencies, or learning disabilities. If quality education for disadvantaged and handicapped persons is to be improved, administrators and supervisors must be cognizant of the fundamental steps in planning vocational programs for these students. Each vocational education leader who makes a special effort to carry out these steps will contribute to the justification of the existence of vocational education and to the worthwhile goal of salvaging the economic productivity and concomitant feeling of personal worth of disadvantaged and handicapped learners.

In light of the above, the learning experiences in this module are designed to acquaint you with the basic steps in planning and implementing vocational programs for disadvantaged and handicapped persons. These steps are, in some respects, similar to those taken when planning general vocational programs. You will have an opportunity to actually develop a

a plan that may be used to institute a vocational education program for special needs students.

MODULE STRUCTURE AND USE

ORGANIZATION

This instructional module is a set of experiences intended to facilitate your demonstration of the objectives detailed below. An introduction and six learning experiences are contained in this module. An overview precedes each learning experience to provide at a glance a brief description of what the learning experience entails.

Two types of objectives form the basis of the learning experience: a terminal objective and an enabling objective. The enabling objective is designed to help you achieve the terminal objective. The learning experience has activities to help you accomplish the objective, and by use of the feedback devices provided, you should be able to determine if you have reached each objective. Each learning experience is designed to provide you with relevant background information for a specific enabling objective. The final learning experience is designed to allow you to apply strategies for implementing a plan for a vocational program intended to serve disadvantaged and/or handicapped students.

OBJECTIVES

This module includes seven objectives:

Terminal Objective: Based upon a real or simulated situation, develop a written plan for a vocational program to serve disadvantaged and/or handicapped students.

Enabling Objective #1: Demonstrate an understanding of federal legislation and funding sources related to handicapped and disadvantaged students in vocational education (Learning Experience I).

Enabling Objective #2: Determine the need for vocational programs that serve local disadvantaged student populations (i.e., characteristics of the population; employment opportunities; social, psychological, and legal considerations; etc.) (Learning Experience II).

Enabling Objective #3: Determine the need for vocational programs that serve local handicapped student populations (i.e., characteristics of the population; employment opportunities; social, psychological, and legal considerations; etc.) (Learning Experience III).

Enabling Objective #4: Establish policies and procedures which facilitate offering vocational education and related services to disadvantaged and handicapped students (Learning Experience IV).

Enabling Objective #5: Determine resource requirements for providing instruction to disadvantaged and handicapped students (Learning Experience V).

Enabling Objective #6: Develop a written timetable for implementing a vocational program for disadvantaged or handicapped students in your school district (Learning Experience VI).

PROCEDURE

After reading the "Introduction" page 1, and the objectives listed above, you should be able to determine how much of this module you will need to complete in order to be competent in developing plans for implementing vocational programs for disadvantaged and/or handicapped students.

* If you already have the necessary background knowledge and practice required for proficiency in developing plans for vocational programs for disadvantaged and/or handicapped persons, you may not need to complete Learning Experience I-VI.

* Instead, with the approval of your resource person you may choose to proceed directly to the Module Assessment.

* You may wish to skim the overviews for Learning Experiences I-VI and skim the module assessment. These pages will provide you with more specific information for deciding which experiences you will need to complete.

RESOURCES

Listed below are the outside resources which supplement those contained within the module. Check with your resource person to determine the availability and the location of the resources.

REQUIRED RESOURCE

Resource Person

* Your resource person must be contacted to assess your performance in developing plans for implementing vocational programs for disadvantaged and/or handicapped persons in a real or simulated school setting.

OPTIONAL RESOURCES

Resource Person

* Your resource person may be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Resource Person and/or Peers

* If you wish to discuss the information contained in the reading or to compare your written responses through discussion, you can set up a seminar-type meeting with peers and/or your resource person (Learning Experience I & II).

References

* You may wish to review certain selected references listed at the end of each learning experience to supplement information given in the module.

LEARNING EXPERIENCE I

ENABLING OBJECTIVE
Demonstrate an understanding of federal legislation and funding sources related to handicapped and disadvantaged students in vocational education.

Read Read the "Information Sheet," pp. 7-10.

Feedback Demonstrate knowledge of federal legislation and funding sources related to handicapped and disadvantaged students in vocational education by completing the "Self-Check," p. 11.

Evaluate your competency by comparing your completed "Self-Check" with the "Model Answers," p. 12.

INFORMATION SHEET

FEDERAL LEGISLATION AND FUNDING SOURCES RELATED TO HANDICAPPED AND DISADVANTAGED STUDENTS IN VOCATIONAL EDUCATION

According to the Panel of Consultants of Vocational Education, the success of the Vocational Act of 1963 was impaired by one major deficiency. The Panel perceived a lack of sufficient emphasis on serving the needs of all learners, including those who were disadvantaged and/or handicapped. The 1968 Amendments to the Vocational Act of 1963 resulted from the Panel's recommendations in the Vocational Education General Report that more emphasis be placed on serving disadvantaged and handicapped students.

This information sheet deals with the 1968 Amendments to the Vocational Act of 1963, as well as the Fair Labor Standards Act, the Comprehensive Training Act, the Family Education Rights and Privacy Act of 1974, and the Vocational Rehabilitation Acts. Specific provisions of all these pieces of federal legislation have direct implications for meeting needs of disadvantaged and handicapped learners in vocational education.

Amendments to the Vocational Education Act

In the 1968 Vocational Education Amendments, Congress indicated its clear intent that top priority go to the disadvantaged and handicapped. Instead of being permissive, Part B of the Act required that 15% of the basic federal allotment be only for disadvantaged students and 10% only for handicapped students.

The 1968 Amendments stated that vocational educational programs and services for disadvantaged and handicapped persons should be planned, developed, established, administered, and evaluated by state

advisory councils which would include representatives of the disadvantaged and handicapped populations.

Fair Labor Standards Act

The Fair Labor Standards Act covers minimum age, wage, and child labor provisions (United States Department of Labor, 1971). This law is important in supporting cooperative programs that are offered as a means of providing vocational training. It details specific factors employers need to be aware of when hiring cooperative education students.

The following minimum ages are applicable to the employment of young people with the exception of the Work Experience Cooperative Education Program.

1. Sixteen years is generally the minimum age for employment in any occupation other than those nonagriculture occupations declared hazardous by the Secretary of Labor.
2. Eighteen years is the minimum age for employment in nonagriculture hazardous occupations.
3. Sixteen years is the minimum age for employment is agriculture during school hours and in hazardous agriculture occupations at any time, unless an exception applies.

Another factor that must be considered under this law is wages. The law requires not less than time and one-half for all hours worked in excess of 40 hours per week, except in cases of agricultural workers. Young people are entitled to the minimum wage and equal pay provisions unless exempt according to defined guidelines. Most states have child labor laws, and additional information can be secured from the State Department of Labor.

Comprehensive Employment Training Act

In 1973, the Manpower Development and Training Act (MDTA) was replaced by the Comprehensive Employment and Training Act (CETA), with the purpose of providing job training and employment opportunities for economically disadvantaged unemployed and underemployed persons. Specifically, Title I of CETA states that its main purpose is to establish a program to provide comprehensive manpower services throughout the Nation, including the development and creation of job opportunities and the training, education and other services needed to enable individuals to secure and retain employment at their maximum capacity. Title II of CETA also states that its purpose is to authorize public employment and manpower training programs for unemployed and underemployed persons in areas of substantial unemployment.

The Family Education Rights and Privacy Act of 1974

The Family Education Rights and Privacy Act is Section 513 of Public Law 93-380 which amends the General Education Provisions of 1973. This legislation, amended in January, 1975, is concerned with the protection of the rights and privacy of parents and students with regards to educational experience. The latest guidelines are published in the Federal Register, June 17, 1976.

Education of the Handicapped Act

The Education of the Handicapped Act, 1974, was amended to set forth in detail the policies and procedures the State will undertake in order to insure that:

1. All handicapped children residing in the State who are in need of special education and related services are identified, located and evaluated.

2. The confidentiality of all data relating to the above identification, location, and evaluation activities is protected according to the criteria set out by the commissioner...

3. A goal, a timetable and a description of resources for providing full educational opportunities to all handicapped children are provided.

4. The amendment prepared by the State under 121A 10(g) will be available to parents and the general public at least 30 days prior to its submission to the commissioner.

The Vocational Rehabilitation Acts

The Vocational Rehabilitation Acts have been amended several times since 1954. The 1965 Act authorized the Secretary of HEW to make grants to states and public and other non-profit organizations and agencies to pay 90 percent of the cost of projects for providing training services to handicapped individuals in workshop and rehabilitation facilities. The 1965 Act was amended in 1968 to provide additional funds, but limited the use of funds for construction, innovations in vocational rehabilitation services, projects with industry, rehabilitation facilities, evaluation and work adjustment, and changes in the state plan for vocational rehabilitation.

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SELF-CHECK

Multiple Choice

Directions: For the multiple-choice questions below, indicate your choice of the best answer by placing the appropriate letter in the space to the left of each question.

___ 1. The Fair Labor Standards Act has its greatest implications for students in: (a) post-secondary school; (b) secondary school lab training programs; (c) co-op programs; (d) disadvantaged and handicapped programs.

___ 2. To provide job training and employment opportunities for economically disadvantaged unemployed and underemployed persons is the focus of: (a) the 1968 Amendments; (b) CETA; (c) Fair Labor Standards Act; (d) MDTA.

___ 3. The Education of the Handicapped Act does not provide for: (a) identification and evaluation; (b) confidentiality of information; (c) timetable and description of resources; (d) minimum wages.

True-False

Directions: For each of the statements below indicate your agreement with a "T" for a statement you believe to be true or an "F" for a statement you believe to be false in the space to the left of each statement.

___ 1. The 1968 Amendments put emphasis on serving the disadvantaged and handicapped students by establishing percentages of the states' allotment to be spent on each group.

___ 2. The 1963 amendments provided for disadvantaged and handicapped representatives on the State Advisory Council.

___ 3. The State Department of Commerce is the best source of information on child labor laws.

___ 4. The Vocational Rehabilitation Act allows reimbursement up to 90% of the cost for training to private or public contractors.

MODEL ANSWERS

Multiple Choice

1. c
2. b
3. d

True-False

1. True
2. False
3. False
4. False

LEARNING EXPERIENCE II

ENABLING OBJECTIVE

Determine the need for vocational programs that serve local disadvantaged student populations (i.e., characteristics of the population; employment opportunities; social, psychological, and legal considerations; etc.).

Read Read the "Information Sheet," pp. 15-19.

Feedback Demonstrate knowledge of the need for vocational programs for the disadvantaged student population, based upon the character of the population; employment opportunities; social, psychological, and legal considerations; etc., by completing the "Self-Check," p. 20.

Evaluate your competency by comparing your completed "Self-Check" with the "Model Answers," p. 21.

INFORMATION SHEET

SERVING DISADVANTAGED STUDENT POPULATIONS

According to Boss (1971) it becomes very perplexing trying to bring order into the lives of disadvantaged youth because of the low state of their mental health, academic capabilities, and economic resources. Boss further comments that young disadvantaged people tend to have little patience. They need immediate assistance with problems dealing with health, family, and friends. In most instances, the problems of the disadvantaged are so complex that the average counselor becomes dismayed in his/her efforts to assist this group.

An educational needs assessment is a scientific management tool providing current data upon which educational program planning and management decisions can be made for meeting needs of disadvantaged students. Moreover, it is also a basis for establishing priorities and providing public accountability by documenting the degree management decisions result in programs which meet the needs of the community. The San Diego Community College School Board of Education (1975, p. 6) states in a needs assessment report that:

> "Need assessment can (1) determine a process for identifying and documenting valid measurable objectives, (2) provide a realistic, empirical basis for the selection of programs and resources, and (3) provide measurable criteria for evaluation of educational programs, projects, and services."

Criteria for Identification of Disadvantaged Students

For purposes of planning programs, the Alabama State Department of Education (1975, p. 3) interprets "disadvantaged" to mean:

> Persons who have academic, socioeconomic, cultural or other handicaps that prevent them from succeeding in vocational education or consumer and homemaking programs designed for persons without such handicaps, and who for that reason

requires specially designed educational programs or related services. The term includes persons whose needs for such programs or services result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large, but does not include physically or mentally handicapped persons, unless such persons also suffer from the handicaps described in this paragraph.

A student must meet one or more of the criteria listed below to be classified as a disadvantaged student (Federal Register, 1970). Disadvantaged vocational students must be identified using these criteria and documentation maintained in the school files.

Characteristics of Disadvantaged Persons :

a. Persons with poor educational background.
b. Persons who are semi-skilled or unskilled workers receiving less than poverty level incomes.
c. Persons from areas characterized by excessive unemployment.
d. Persons from areas characterized by excessively low income rates.
e. Members of ethnic groups which have been discriminated against.
f. Persons who have been isolated from cultural educational and/or employment opportunities.
g. Persons who, due to a combination of environmental, cultural, and historic factors, lack motivation for obtaining an education or a job skill.
h. Persons who are dependent upon social services to meet their basic needs.

Areas to be served: Economically depressed communities; Areas of high youth unemployment; Areas which have high rates of school dropout.

a. American Indian reservations
b. City ghettos
c. Mexican-American barrios
d. Puerto Rican enclaves
e. Rural poverty areas
f. Public Housing developments
g. Areas designated for urban renewal
h. Model cities neighborhoods
i. Correctional institutions
j. Neglected children institutions
k. Migrant streams

Separate facilities are usually necessary to serve this population of students who would probably fail in the regular school program. According to Boss (1971) some in this group may be identified as:

1. The 18 or 19 year old who has earned a total of two high school credits and needs 19 or 20 to graduate.

2. Those youngsters, particularly girls, who come from families who are "proud but poor" and cannot finance basic necessities to survive. These young people are called tramps by their peer group, which is hard to take.

3. Pregnant girls. Some of our disadvantaged young women have two children before they reach 17 or 18 years of age. Somehow there is a belief that these young people contaminate the other nice kids, and most secondary schools will not allow pregnant girls to attend school.

4. Young people who must stay home to take care of other children while parents work. This is a problem in poor minority groups. Some youth are asked to leave school and work to help support the family.

5. Extremely capable teenagers who find the regular school a bore. The youngsters need to be challenged, and must look outside the school for "real" things to do. They generally need money and leave school to work.

Employment Opportunities

Employment opportunities for disadvantaged students who complete vocational training may be identified by conducting community surveys, contacting the local state employment agency, and contacting the local office of manpower planning to college relevant data on current manpower projections.

Practices and Procedures

According to the Federal Register (May, 1970) the employment of a systematic and valid method for identifying disadvantaged students

within the total school population is desirable. Suggested personnel responsible for this would include testing specialists, psychologists, counselors, and teachers (Law, 1975). Their strategy would be to:

1. Select instruments and establish systematic procedures for identifying and placing students in appropriate programs.
2. Document reasons for placement of each student in a specific program.
3. Share with instructional and supportive personnel the names of students and a description of their particular disadvantage.

A suggested Summary Sheet (Law, 1975) for recording information used in the identification and placement process would include:

1. Personal data on student (name, address, age, etc.)
2. Major areas of deprivation (Disadvantaged)
3. Pertinent information from other sources (Vocational Rehabilitation, Social Services, health records, etc.)
4. Major reasons why the student cannot succeed or cannot be expected to succeed in the regular occupational program.
5. Indicate sources of information to determine #4.
6. Indicate recommended referrals if necessary.
7. Indicate what will be done to help the student to eventually meet with success in pursuing his/her occupational objectives.
8. Indicate the procedures employed to inform and involve parents with this identification process.
9. Provide information concerning the persons and dates involved with this identification process.

According to Boss (1971) practices and procedures which have proven useful and productive concerning vocational programs for disadvantaged students are:

1. The disadvantaged school administrator must control student input. Parents and some school administrators will try to use the program as a place to put the problem child regardless of his need, interest, or potential.

2. Criteria for student applicants should not eliminate anyone who can benefit from the program.

3. The school or program should be within the school "establishment" but outside the regular school. Every effort should be made to provide a comprehensive curriculum in the special school. The student must be able to achieve identity in his learning environment. The regular schools are too crowded, classes too large, and teachers too busy.

4. The instructional program for each student must be personalized. The educational prescription should be based on a realistic evaluation of needs, interests, and potential.

5. Achievement boards should be organized to evaluate and monitor student progress.

6. Students should not be required to repeat materials already learned. The disadvantaged are so defined because they fall short of the norm and have a lot of "catching up" to do.

7. Programs for disadvantaged should provide adequate funds to support the student while in training and assist him in making the first step to self-sufficiency.

8. The disadvantaged youngster should be provided an improved living arrangement if needed. Many home situations are nearly impossible to tolerate.

9. Every student in the disadvantaged school should have an opportunity to participate in student government, leadership training, and meaningful leisure time activities. These youngsters have been unable to get into the mainstream in the regular school and consequently have become observers.

10. Until this country can develop an adequate health care program for all citizens alike, it is necessary that the disadvantaged program provide medical, dental, and mental health services. Probably no other component is more important.

11. Every program for the disadvantaged should provide a way for the student to complete and receive a regular high school diploma. The high school equivalency, GED, is a poor substitute but is still acceptable.

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SELF-CHECK

Directions: For each of the statements below indicate your agreement with a "T" for a statement you believe to be true or an "F" for a statement you believe to be false in the space to the left of each statement.

____ 1. Parents are one example of diagnostic personnel that could be utilized in the placement process.

____ 2. The reasons for placing a disadvantaged student in a particular program need not necessarily be documented in all cases.

____ 3. The term disadvantaged does not include physically or mentally handicapped persons unless such persons have academic, socioeconomic, cultural or other handicaps that prevent them from succeeding in vocational education programs.

____ 4. In schools for the disadvantaged, the focal point for counseling is the guidance staff.

____ 5. A suggested summary sheet for recording information used in the identification and placement process should include personal data on disadvantaged and handicapped students.

____ 6. Appropriate identification of the disadvantaged for vocational programs is usually the Vocational Director's responsibility.

____ 7. A separate facility is usually recommended when establishing programs for the disadvantaged.

____ 8. Curriculum designed for a disadvantaged program should have personalized instruction as its central theme.

____ 9. Placing disadvantaged students in residential programs has met with limited success and probably should not be investigated.

____10. The provisions for health services, such as medical, dental, and mental health, should be included as a viable component of the program.

MODEL ANSWERS

True-False

1. False
2. False
3. True
4. False
5. True
6. False
7. True
8. True
9. False
10. True

LEARNING EXPERIENCE III

ENABLING OBJECTIVE

Determine the need for vocational programs that serve local handicapped student populations (i.e., characteristics of the population; employment opportunities; social, psychological, and legal considerations; etc.).

Read Read the "Information Sheet," pp. 24-29.

Feedback Demonstrate knowledge of the need for vocational programs for handicapped students, based upon the character of the population; employment opportunities; social, psychological, and legal considerations; etc., by completing the "Self-Check," p. 30.

Evaluate your competency by comparing your completed "Self-Check" with the "Model Answers," p. 31.

INFORMATION SHEET

SERVING HANDICAPPED STUDENT POPULATIONS

Just as needs assessments and community surveys are conducted to establish instructional priorities for disadvantaged students, the same steps should be taken in the initial planning stage of designing vocational education programs for handicapped learners. Prior to need assessments, careful consideration should be given to the development of criteria for identifying handicapped students. This information sheet includes identification criteria for handicapped students and a discussion of some social, psychological, and legal considerations necessary in determining the need for vocational programs that serve handicapped student populations.

Criteria for Identification of Handicapped Students

The Federal Register (1970) defines "handicapped persons" as persons who are:

> mentally retarded, hard-of-hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapped condition cannot succeed in a vocational education program designed for persons without such handicaps, and who for that reason require special educational assistance or a modified vocational education program.

Handicapped vocational education students must be identified and a documentation maintained in the school files. In order for a student to be identified as handicapped he or she must meet one or more of the following conditions:

a. Trainable Mentally Retarded: Rate of intellectual development approximately 25 to 50 percent of normal.

b. Educable Mentally Retarded: Rate of intellectual development is approximately 45 to 75 percent of normal.

c. Hard of Hearing: Individual can hear and understand speech, but with difficulty.

d. Deaf: Even with amplification of sound provided with hearing aid, the individual is unable to hear and recognize all speech sounds.

e. Speech Impaired: These individuals have speech patterns that differ from the normal to an extent which is noticeable.

f. Visually Impaired: These individuals are severely limited in their ability to see.

g. Emotionally Disturbed: Individuals with this handicap suffer from psychiatric disturbances which limit their ability to govern their own behavior.

h. Orthopedically Handicapped (Crippled): These individuals have a limited ability in self-mobility, sitting in a classroom, and/or using materials or equipment for learning because of muscular, skeletal, or neuro-muscular impairment.

i. Learning Disability: Individuals with this handicap exhibit a disorder in one or more basic psychological processes involved in the understanding or using spoke or written language. These processes may be manifested in disorder of listening, thinking, talking, reading, writing, spelling, or simple computing.

j. Other Health Impaired: This group of individuals has a limited strength, vitality, and alertness because of chronic health problems such as heart conditions, tuberculosis, rheumatic fever, nephritis, infectious mononucleosis, asthma, hemophilia, epilepsy, leukemia, diabetes, and other illnesses.

The Use of Psychological Services

The Merrill Area Public Schools Faculty Handbook for Psychological Services (1976) states that a great majority of children are referred to school psychologists because of learning problems such as:

1. A child having normal or above average intelligence but who presents general or specific learning problems.

2. A child who does not make gains after special remedial reading instruction.

3. A child with speech difficulties which do not respond to therapy.

4. A child who formerly did well but who now does barely acceptable work and whose attitudes and behaviors have changed for the worse.

5. A child who is deliberately aggravating to his teacher and classmates, either demanding excessive attention or being overly-dependent.

6. A child who seldom gets his work done in a group situation.

7. A child who is a mirror writer, or who turns his books upside down or in unusual positions when reading or writing.

8. A child whose parents are requesting his early admittance to school.

9. A child whose group intelligence test data seems invalid or contrary to teacher expectations.

10. A child who is tardy frequently or who misses much school for minor illnesses.

11. A child whose nail chewing, stuttering, temper tantrums, or crying spells appear to be related to a frustrated desire for perfection.

12. A child who seems chronically unhappy even though docile.

In order to alleviate some of the learning problems of handicapped students, the Merrill Area Public School's Handbook stated that the school psychologist is prepared to:

1. Assist school personnel to understand the child's educational and personality disabilities through the use of psychological tests and assessments.

2. Interpret the findings of psychological studies and to interpret and suggest plans for the effective instruction and management of the child.

3. Study the incidence of school children with psychological problems and suggest ways in which the school program may be modified in accordance with such findings.

4. Consult with school administrators and interpret findings from the fields of psychology and learning theory that may assist in development of curriculum plans and educational policies.

5. Initiate and conduct research as well as designing research which has implications for the school program.

6. Serve as the liaison person between the school and community agencies and personnel interested in psychological matters and utilizing school psychologist findings in their work with children.

According to Elaine Trudeau Legal Provision for Delivery of Educational Services on a Cooperative Basis to Handicapped Children (1973, pp. 1-2), "the State-Federal Information Clearinghouse for Exceptional Children after analyzing laws and regulatory material relating to the delivery of special education services on a regional basis have isolated several organizational patterns which are used individually and/or simultaneously."

The first pattern is tuition contracting. School districts have quasi-corporate powers including the ability to enter into contracts. A small school district may be able to provide a program for children with low incidence handicapping conditions such as visual impairment and may contract with a neighboring school district or agency for this special program. Through a contract, two or more small districts may continue efforts, usually selecting one district to establish and operate the program.

Secondly, the regional approach extends a step beyond tuition contracting. New York's Board of Cooperative Educational Services (BOCES) is an example of this approach. In addition to contractual authority, governing bodies of school districts in New York may contract with BOCES units. BOCES units, in addition to providing special education service, may also provide other services such as teachers of art, music, physical education, vocational education data processing, and vocational programming.

There exists a wide differential among states regarding the legal base granted to local education agencies to conduct programs using any of education's approaches. Approximately 20% of the states have minimal guidelines. In Alabama, Mississippi, New Mexico, and Rhode Island the law merely states that districts which cannot support their own programs may join together to provide services for the handicapped. How districts are to do this, the powers they have once joined, and other administrative matters are not delineated in the law or regulations. Other states such as Louisiana and West Virginia grant to their local education agencies the authority to purchase special educational services from other districts. One state, Nevada, assumes the districts will not want to join together because of geographic and population differentials, but state law and regulations do not prohibit these unions.

Conversely, many states have detailed laws and regulations. States such as California, Indiana, Minnesota, Missouri, Wisconsin, and New Jersey spell out policy in many areas including administration responsibility and the types of services and programs to be offered. In some states such as Minnesota, a special intermediate school district may be formed only after a referendum in the concerned districts. Tennessee's school districts may perform all or part of its special education functions by participation in a special services association. This association is established by a resolution of each of the governing bodies of the participating districts. This association then makes policy and provides services for the entire geographic area covered by the participating school districts.

Trudeau (1973) states further that a third form of regionalization is the regional education service center as found in Texas. Provision is

made for instructional materials, distribution, consultative assistance, in-service training, and other special service needs of local school districts.

In many states, the county is used as the regional base for establishing cooperative service programs. Wisconsin, for example, provides for the establishment of handicapped children's education boards on a county level.

The fourth form of regionalization is the voluntary association of school districts to deliver special services. This arrangement, commonly called the cooperative either directly or through its constituent districts, develops policies guiding the delivery of services, selection of personnel, and financing. In this manner, school districts voluntarily join to form an agency they collectively regulate. Cooperatives are organized to make special services available as a result of the desire of member school districts.

The special district is another alternative. While limitation of functions may be specified, it operates with the same powers and responsibilities as any school district. The special district differs in that its special purpose is to focus upon the delivery of a specific education service. The district is a legally constituted unit responsible for its own policies, financing, and budgeting. It is subject only to legal limitations and the responsiveness of its patrons.

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SELF-CHECK

Directions: For each of the statements below indicate your agreement with a "T" for a statement you believe to be true or an "F" for a statement you believe to be false in the space to the left of each statement.

____ 1. Handicapped students must meet one or more of the following conditions: (1) trainable mentally retarded, (2) educable mentally retarded, (3) hard of hearing, (4) deaf, (5) speech and visually impaired, (6) emotionally disturbed, (7) orthopedically handicapped, (8) learning disability, and (9) other health impaired.

____ 2. Difficulty in communicating or writing is one criterion used to identify handicapped students.

____ 3. The Federal Register defines handicapped persons as persons who are mentally retarded, visually handicapped, seriously emotionally disturbed.

____ 4. One of the organizational patterns used in the delivery of special education services on a regional basis is called tuition contracting.

____ 5. School psychologists are prepared to initiate and conduct research as well as design research which has implication for the school program.

____ 6. Approximately 50% of the states have minimal guidelines for conducting special need programs.

____ 7. There are only minor differences between the trainable mentally retarded and educable mentally retarded.

____ 8. A person with a learning disability handicap exhibits a disorder in one or more basic psychological processes involved in the understanding or using spoken or written language.

____ 9. The establishment of a regional education service center is another form of regionalization.

MODEL ANSWERS

True-False

1. True
2. True
3. False
4. True
5. True
6. False
7. False
8. True
9. True

LEARNING EXPERIENCE IV

ENABLING OBJECTIVE

Establish policies and procedures which facilitate offering vocational education and related services to disadvantaged and handicapped students.

Read Read the following "Information Sheet," pp. 35-38 and Case Study A, pp. 40-41.

Optional Activity Review Case Study B for changes to be made in procedures followed by the vocational director, Mr. Milhouse.

Describe the revised strategies Mr. Milhouse should follow next time based on strategies suggested in the information sheet and in the example, Case Study A.

Feedback Answer the questions to the "Self-Check," p. 43.

Compare your completed "Self-Check" with the "Model Answers," p. 44.

INFORMATION SHEET

ESTABLISHING POLICIES WHICH FACILITATE THE DELIVERY OF VOCATIONAL EDUCATION TO HANDICAPPED AND DISADVANTAGED STUDENTS

Policies or Procedures

Policy-making is often a vague process and tends to get confused with procedure. If the two are going to be mixed, administrators should at least be aware of the mixture and be able to identify the components. A policy may be defined as a guide for carrying out action. When making a comparison between policy and procedure, policy is usually broad and general, while procedure is precise and mandatory. Policy establishes direction and guidelines for operation while procedure provides the sequence and manner in which tasks should be performed.

Development of Policy

The initial thoughts on program policy are drafted and transmitted for review by those with primary interest in handicapped or disadvantaged programs, including the advisory committee and vocational education staff. After suggestions have been received by all parties having a primary interest in special need programs, a second policy draft should be developed. Finally, it should be reviewed again for minor changes, referred to the superintendent for appraisal, and ultimately submitted to the board of education for official sanction. Thus, the policy is developed jointly by the district's vocational education teachers, advisory committee and vocational education administrators and supervisors, then approved by the superintendent and the

board of education. According to the North Dakota State Board of Vocational Education (1975), this activity is usually identified in five major steps administered by the local director which are as follows:

1. Secure concurrence of vocational education guidance and developmental skills areas.
2. Secure concurrence of chief administrative officers and associates.
3. Secure approval of quasi-governing body or bodies (e.g., faculty senate, employee union).
4. Establish agenda item with chief administrative officer and secretary to the board.
5. Present draft to board meeting, answer questions.

Aspects for Consideration in Policy Development

Philosophy and objectives. The first and foremost step in developing policy for a handicapped or disadvantaged program is to delineate the objectives of the program and the underlying philosophy for the type of program desired. In policy development, the philosophy and objectives should reflect the thinking of the adult community, students, teachers, the administrative staff and board of education, and the director and supervisor who will make the program functional.

Program emphasis. If the school division has strong feelings about the goals of the program and the amount of emphasis being placed upon program objectives, these feelings should be included in the program policy. If this does not occur, the emphasis of the program will tend to follow the specific interests, or even caprice, of the individual teachers in the schools, school principals, or other staff members who are either directly or indirectly involved in the operation

of the program. Some programs put major emphasis on orientation and exploration while others concentrate on developing job entry skills. Some programs grant credit toward graduation while others do not.

Program funding. Most of the more recently developed programs for handicapped and disadvantaged have been established with federal funds. Some disadvantaged and handicapped programs have been initiated solely with local funds because of the board of education's philosophy that such an important aspect of the curriculum should be under the complete control of the district and, therefore, must be fully supported locally. If the board of education wishes, a statement of its philosophy about the use of federal funds may be included in the written policy on vocational education for handicapped and disadvantaged students.

Organization, staffing, and limitation. One of the essential items of program policy for handicapped or disadvantaged is that of program organization. According to Kimbrell and Vinyard (1972), this includes the answers to questions such as:

1. In which schools will the program be operational?
2. How many staff people will be assigned supportive roles in each school?
3. If the program is to be operational in more than one school, will there be a program director at the district level?
4. If the number of students receiving services from the program increases or decreases, how will adjustments be made to ensure appropriate staffing for each program office? This means that a staffing plan should be developed as part of the program policy.

Staff relationships. To avoid role conflicts, lines of responsibility and working relationships should be established and included in in the program policy. In districts where these programs are implemented in separate facilities, it is important that the lines of responsibility be a matter of written policy.

Criteria for credit. A policy explaining course credit for participation in prevocational work experience exploration and occupational education is essential. Only when program administrators have a written policy and adhere to it will students be treated fairly and equitably. The criteria should be appropriate, reasonable, and specific.

Program evaluation. A person in a particular position of responsibility should provide the leadership and direction for program evaluation and this person should be specified. If the program planners feel it is necessary to evaluate regularly, the intervals should be stated. Although it is not necessary to include methods of evaluation in program policy, additional guidelines on evaluation should be included in the policy (Davis and Borgen, 1974).

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CASE STUDY A

Mr. Leon Mason, Coordinator of Vocational Education for disadvantaged and handicapped students, was directed by the school superintendent to develop a policy to facilitate delivery of vocational education to handicapped and disadvantaged students. Mr. Mason was to work closely with the local vocational director, Ms. Ann Dean, in formulating official district policy on the delivery system to be followed by all vocational education staff.

Mr. Mason formed an advisory committee of those community business and industry representatives indicating support for a school training program for the disadvantaged and handicapped in their responses to a community occupational survey. Another committee of vocational teachers and counselors was formed on a voluntary basis for advising purposes.

The community advisory committee was first requested to indicate specific occupational training needs to meet employment deficiencies in their respective organizations. Based on these priorities, the vocational staff committee developed philosophy and objectives for instruction of disadvantaged students. Additionally, the committee assisted Mr. Mason and Ms. Dean, the Director, to identify tentative items of policy relating to the specific schools in which the program would operate and the staff people to be assigned supportive roles in each school, including a three-year staffing plan. Also, the staff drafted tentative policies concerning course credit for participation in prevocational work experience exploration and occupational education, along with guidelines for program evaluation.

Mr. Mason compiled a second policy draft based on the committee's input, and he submitted the draft for review to the community advisory committee and the staff committee, including Ms. Dean. Their suggestions were incorporated into a policy statement which was then referred to the superintendent. After further revision at this stage, the policy statement was officially sanctioned by the school board and enacted according to a time table developed by Mr. Mason, Ms. Dean, and the superintendent.

CASE STUDY B

The school principal, Mr. John Drew, requested the vocational director, Mr. Martin Milhouse, to draft a policy statement regarding a program for disadvantaged and handicapped students for implementation the following school year. Mr. Milhouse was to form a committee of vocational teachers and other school staff representatives to draft the policy.

Mr. Milhouse appointed three of the vocational teachers to the committee, and Mr. Drew appointed the school guidance counselor and two academic teachers to the committee. The committee elected Mr. Drew as Chairman.

Only two of the three vocational teachers agreed to assume a supportive instructional role in a program for disadvantaged and handicapped students in their respective vocational areas. The academic teachers attended only the first two of the committee meetings which were called by Mr. Milhouse. Mr. Milhouse had to assume a role as committee co-chairman since Mr. Drew was absent so often from the meetings. When a policy was finally compiled in draft form, it was submitted to the school superintendent. The superintendent tabled the policy until the following year, requesting that she be involved directly on the planning committee when it reconvened.

Optional Activity

Write a description of the procedures Mr. Milhouse should follow in reconvening the policy planning committee next year based on procedures described in the "Information Sheet" and "Case Study A."

You may wish to discuss the procedure you suggest with your peers and criticize it on the basis of the steps listed on p. 36.

SELF-CHECK

Directions: For the multiple choice questions below, indicate your choice.

____ 1. The initiation of policy for handicapped and disadvantaged programs should be drafted by: (a) the superintendent, (b) the school board, (c) vocational staff and advisory committee, (d) central office staff.

____ 2. Policy is distinguished from procedures because policy is: (a) precise, (b) general, (c) mandatory, (d) nondirectional.

____ 3. The chief vocational administrator should follow a sequence of steps in policy development terminating with: (a) a presentation to the superintendent, (b) forwarding the draft to the board, (c) presentation at a regular board meeting, (d) presentation to administrators and supervisors.

____ 4. It is important that lines of responsibility be a matter of written policy in districts where programs (a) are under the local direction, (b) are implemented in separate facilities, (c) do not have supervisors, (d) are not under vocational education.

____ 5. Program organization should form an essential item of program policy to answer questions such as: (a) in which school will the program be operational, (b) the number of staff persons assigned supportive roles in each school, (c) the number of students receiving service from the program, (d) all of the above.

____ 6. Most recent handicapped and disadvantaged programs are established with: (a) local funds, (b) state funds, (c) local and state funds, (d) federal funds.

____ 7. The first aspect for consideration in policy development is: (a) the program emphasis, (b) the availability of funding, (c) the philosophy and objectives, (d) the availability of trained personnel.

____ 8. Which of the following would not necessarily need to be included in policy for program evaluation: (a) the particular position responsible for leadership and direction, (b) the intervals at which evaluation should occur, (c) the method of evaluation, (d) none of the above.

MODEL ANSWERS

Multiple-Choice

1. c
2. b
3. c
4. b
5. d
6. d
7. c
8. c

LEARNING EXPERIENCE V

ENABLING OBJECTIVE

Determine resource requirements for providing instruction to disadvantaged and handicapped students.

Read Read the "Information Sheet," pp. 46-60.

Feedback Demonstrate knowledge of resource requirements for providing instruction to disadvantaged and handicapped students by completing the "Self-Check," p. 61.

Evaluate your competency by comparing your completed "Self-Check" with the "Model Answers," p. 62.

INFORMATION SHEET

Disadvantaged or handicapped persons may receive their training through a combination of classroom instruction, sheltered workshops, laboratory or shop experiences, and job simulation and/or work experiences (U.S. Office of Education, 1972). Whatever type of training is received, adequate resources are essential.

This information sheet deals with resource requirements that accompany such areas as facilities and equipment, curriculum development and instruction, supportive services, social services, advisory committees, and related organizations and agencies. Also included are guidelines for integrating handicapped students into regular classes.

Facilities and Equipment

Plans and specifications for equipment and facilities should provide for maximum accessibility and usability by disadvantaged or handicapped persons and should conform with the minimum standards established by the State Department of Education. The need for apparatus or appliances in the form of safety guards, lamps, special doors, ramps, and special lavatory facilities is to be considered. Innovations such as mobile demonstration facilities, housed in trailers or buses and moved from school to school, may be useful in both rural and urban areas.

Areas that house the equipment for instruction should be designed so that beginning and advanced special needs learners are able to use the same facilities. They should also be readily adaptable for multi-job clusters. Suggested facilities required for reaching and teaching disadvantaged/handicapped students may involve:

1. Purchase/rental and operation of mobile units to serve as classrooms, diagnostic centers, or counseling and guidance units.

2. Rental of nonpublic space to serve as classrooms in locations more accessible to the population.

3. Contracts with private nonprofit schools which can provide programs and services more effectively and economically than public schools (Trudeau, Legal Provisions for Delivery of Educational Services).

In addition to special facilities, suggested equipment modifications for various handicaps include the following:

For the visually handicapped:	Instruction in Braille Large print materials Signals which use sound rather than sight Special safety devices, such as guard rails around moving parts of a machine
For the deaf and hard of hearing:	Printed rather than verbal instructions Signals which use sight rather than sound Sound amplication devices
For the orthopedically handicapped:	Adaptations of regular equipment such as hand controls added to machines usually operated by foot controls Special desks and work tables for students in wheel chairs Ramps for students who cannot use stairs
For the mentally retarded:	Simplified equipment Simplified instruction guides and manuals
For the cardiac and other physically impaired:	Additional facilities for restrooms Handrails in washrooms and in corridors

Curriculum Development

Curriculum development required to provide students with a specially designed program to suit their individual needs involves:

1. Experimental research and demonstration projects.
2. Contracts with consultants, specialists, teachers.
3. Salaries of teaching staff and curriculum specialists.
4. Individualized learning packages.
5. Orientation programs to develop social skills, attitudes, and consumer education.
6. Orientation programs to observe various occupations.
7. Special supplies and instructional materials.

Also, to enable individual students to continue in regular vocational education programs, curriculum modifications conpensating for the disadvantagement or handicap are suggested, including

1. allocation of additional time to develop skill using specifically designed workbooks or textbooks.
2. task analysis of occupations to identify possible modification in instruction, equipment, or methods.

Instructors

In order to cope with the problems encountered in working with the disadvantaged and/or handicapped, research has shown that human qualities in a teacher are of great importance. Instructors should display understanding for, and a sincere interest in, working with disadvantaged and/or handicapped persons as evidenced by interviews and performance records. Successful work experience is an asset. The teacher's attitude and record should indicate a person's willingness and ability to cooperate with other teachers and/or agencies to provide relevant experiences for each person to be served.

Supportive Services

The program design must be supportive of the regular vocational education programs which are approved by the State Board for Vocational Education. Priority should be given to:

1. Tutoring: scheduling modifications to allow the regular vocational teacher additional time to assist the disadvantaged or handicapped.

2. Academic deficiencies: remedial academic instruction for vocational students lacking basic language, reading, and computational skills.

3. Vocational guidance: vocational counseling and guidance service for the potential dropouts and for vocational students who are socio-economically disadvantaged. Prevocational or exploration programs could be part of vocational guidance.

Each handicap and disadvantaged disability presents its own unique set of problems, so that support services will have to be designed to compensate for the identified limitations of the individual through the utilization of special equipment, personal services and other specialized services.

1. Personal Services:
   - Mobility aides
   - Cafeteria aides
   - Restroom aides
   - Note takers and transcribers
   - Tutors for all students
   - Counselors (educational, career, personal)

2. Individualized Services:
   - Registration
   - Financial aid
   - Transportation problems
   - Housing information
   - Teacher problems
   - Job placement (part-time and full-time)
   - Legal aid

3. A compendium of local resources, people, and agencies should be developed to which reference can be made when the program is unable to provide the service required.

4. The specialized equipment required will again depend upon the specific individual, but among some of the basic specialized orthopedic and multi-media equipment needed will be:

Electric wheelchairs, heavy duty, with special attachments
Small bus or van with lift and tie-down for wheelchairs
Transfer board and lifts
Exercise cycles, pool lift, pool bars, exercise rails, shower chairs
Right and left hand typewriters
Perkins Brailles
Taping equipment, including: cassette tape recorders, bulk tape eraser, head demagnetizer, speech compressor
Braille typewriter
Quad canes
Rainproof ponchos
Automatic page turner

Other supplemental educational services (U.S. Office of Education, 1972), designed to assist students in regular or special vocational programs, include:

1. Psychological services to test, diagnose, and evaluate emotional and mental problems.
2. Guidance and counseling services, including referral and follow-up services.
3. Job placement services, including job finding and employment follow-up.
4. Tutorial services.
5. Transportation services in addition to those provided regular students.
6. Family counseling services related to vocational program of student.
7. Special services for the disadvantaged, such as bilingual instruction and bi-cultural orientation.
8. Special services for the handicapped, such as reader services for the visually handicapped, interpreter services for the deaf, guide services to assist physically handicapped.

Some of these supplemental services are available for handicapped persons through various other public agencies. These sources should be used whenever possible.

Supplemental services are also provided through business community cooperation, which is required to enlist support of good vocational education for the disadvantaged and handicapped through job offers, teacher training, and upgrading of skills (U.S. Office of Education, 1972). Business community participants allow for the following costs:

1. Additional staff to coordinate, supervise, and guide work experience or work study programs.
2. Arrangements for summer jobs in private business firms for teachers to update their knowledge and skills.

Still other supplemental services and programs for the disadvantaged and handicapped are available through federal, state, and local public and private organizations other than those sources listed above. The Federal Register specially requires that the state provide cooperative arrangements with the public employment service system, with state agencies, organizations, institutions, and with other states. Because of limitations of funds, resources, and qualified staff, the most economic and efficient means of overcoming disadvantaged and handicapped conditions is through the cooperative efforts of all agencies involved.

Another advantage in coordinating with others is the restriction placed by federal legislation on the use of vocational education funds. Other organizations may be able to provide the technical and financial resources which may enable the formerly disadvantaged or handicapped students to succeed in a regular vocational education program.

The following material briefly outlines several federal and state agency resources which operate at the local level[1] (Sheppard, 1976).

A. Governor's Manpower Council
703 E. Main St., P.O. Box 1358, Richmond, VA 23211

[1]References are listed for agencies in Virginia. Consult with your State Department of Education for information about similar agencies in your own state.

Created as a result of Comprehensive Employment and Training Act of 1973 (CETA), this agency operates at the regional level through Area Manpower Planning Councils to develop job opportunities for disadvantaged, underemployed, and unemployed persons including handicapped individuals. Specific employment programs include:

1. On-the-Job Training (OJT): provides employment, training and necessary supportive services to specified segments of the Virginia population, and emphasizes skill training.
2. Neighborhood Youth Corp (NYC): provides work experience for in-school students during the summer months.
3. Mainstream: offers a work experience program for adults.
4. Classroom training: provides skill training in classroom setting.

(For further information contact the local Virginia Employment Commission Office or the above address.)

B. National Association for Retarded Citizens (NARC)
On-the Job Training (OJT) Project
827 East Main Street, Suite 1803, Richmond, VA 23219

This program provides training for retarded persons with IQs of 80 or below and includes placement of individuals into competitive employment. Reimbursement is offered to relieve the employer of the burden of the costs over and above those normally found in training a new worker. Students in special education programs must be in their terminal year of in-school programming and must average at least 20 hours training per week.

C. Sheltered Workshops

Community-based rehabilitation facilities prepare handicapped individuals for competitive or sheltered employment. (For further information contact the local Department of Vocational Rehabilitation Office.)

D. Title XX (listed under Social Service Resources below)

E. Virginia Association for Retarded Citizens (VARC)
827 East Main Street, Suite 1801, Richmond, VA 23219

In behalf of retarded persons, this association advocates development of community-based chapters, lobbying efforts, development and dissemination of AV materials, community awareness groups, and sponsoring of employment-oriented demonstration projects as follows:

1. Work Adjustment Training: currently being sponsored in four sheltered workshops whereby more severely retarded persons are being prepared for outside employment.

2. Job Placement Services: beginning April, 1976, ~~to be~~ sponsored in four areas of the state, with resource persons to work with local schools and agencies toward effective employment placements for retarded individuals; goal - 625 placements.

F. Virginia Employment Commission (VEC)

Employment counselors in each local office are designated to aid in getting handicapped persons job-ready and in developing job opportunities.

Social Services

1. Developmental Disabilities Planning and Advisory Council (DDPAC)
Travelers Building, Suite 400, 1108 East Main Street., Richmond, VA 23219

A federally funded program operating at the State level to aid in developing community services to mentally retarded, epileptic, and/or cerebral palsied individuals, DDPAC activities include grants to sheltered workshops and activity centers, provision of technical assistance, and enhancement of community awareness (i.e., advocacy groups).

2. Title XX, administered through State Department of Welfare, was created under Public Law 93-647 on January 4, 1975. The purpose of

Title XX is to provide social services via local welfare agencies to eligible recipients including many handicapped persons. More specifically, Title XX is directed toward enhancing the client's economic/social self-sufficiency and in preventing exploitation of children and adults who are unable to protect their own interests. Thus, welfare departments can purchase a broad spectrum of services from public and private community resources (vendors) on behalf of an eligible client. Such services include educational services, infant stimulation services, legal aid and representation, mental health counseling and treatment, sheltered workshop services, summer camp, training to maximize independence, and transportation. (Contact the local department of welfare for further information.)

3. Virginia Association for Retarded Citizens (VARC) (listed under Employment Resources above).

4. Virginia Department of Mental Health and Mental Retardation
P.O. Box 1797, Richmond, Virginia 23214

This organization is better known for its establishment of Chapter 10 Boards, which operate at the local level. These boards attract state and local support for services to mentally ill and mentally retarded; they may participate in conducting surveys of local needs, developing community awareness, providing technical assistance, etc. Involvement of individual boards reflects the needs and support of respective communities.

In addition to the above federal and state agency resources, the following page consists of a list of organizations and agencies that administrators may contact in order to coordinate programs and services for the disadvantaged and handicapped.

Federal agencies (State and local offices)

- Vocational Rehabilitation Agency
- Bureau of Indian Affairs
- Immigration and Naturalization Services
- Social Security Administration
- Veterans Administration
- Employment Services
- Manpower Development and Training Administration
- Model Cities
- JOBS--National Alliance of Businessmen
- Job Corps
- Neighborhood Youth Corps
- Community Action Program

State agencies (local offices)

- Governor's Committee for Employment of the Handicapped
- Public Health Agency
- Mental Health Agency
- State Agency for the Blind
- State Agency for the Deaf
- Family Service Agency
- Department of Welfare

Local community (public and private)

- Compensatory Education--ESEA Title I programs
- Adult Basic Education programs
- Parent-Teacher Associations
- Private nonprofit schools
- Library services programs
- Migrant programs
- Bilingual programs
- Dropout prevention programs

Institutions for the neglected and delinquent

- Correctional institutions
- Reform schools
- Orphanages
- Foster homes
- Halfway houses

Business/industrial community

- Employers
- Private employment agencies
- Trade/labor un

Special-interest groups

- National Association for the Advancement of Colored People
- Congress of Racial Equality
- Urban League
- League of United Latin American Citizens
- American GI Forum
- Opportunities Industrialization Center
- Services Employment Redevelopment
- Association of Mexican American Educators
- Indian Tribal Councils Association
- Other social or welfare agencies, such as church, Jewish community center, YMCA, YWCA

Private non-profit organizations

- Mental Health Association
- Mental Retardation Association
- Association of the Blind
- Crippled Children Society
- Veterans Group
- Goodwill Industries

Civic organizations offer another source of social services for the disadvantaged and handicapped. These include the Kiwanis, Lions, Rotary, Elks, parents organizations for specific handicapped groups; health professionals, such as physicians, psychologists, and nurses.

Other resources, including audio-visual materials and research projects, are available through educational institutions such as the following:

1. Materials Development Center, Stout Rehabilitation Institute University of Wisconsin-Stout, Menomie, Wisconsin 54751
2. Research and Training Center in Mental Retardation, Texas Tech University, Lubbock, Texas 79409 (See Note)

Advisory Committees

An advisory committee consisting of community and educational representatives should be formed to assist in ascertaining the breadth and scope of individualized supportive services needed for the program, to assist in the identification and recruitment of students, and to help inform the community about the program of services available.

NOTE: Above information (pp. 51-56) adapted from presentation by Shen-Paco Industries, Inc., Page and Shenandoah Counties, Route 1, Box 189, New Market, VA 22844, at the conference, "Seminar on Delivery Systems in Vocational Education for the Handicapped," Richmond, Virginia, January 15-17, 1976.

Guidelines for Integration of Handicapped Students into Regular Classes*

If physically and mentally handicapped students are to be successfully integrated into "regular" vocational classes, a careful matching of the student and a learning environment appropriate for him is essential. The following guidelines should be followed:

1. Comprehensive vocational assessment to ascertain insofar as possible that the student has the maturation level, the interest and the ability (mental and physical capacity) to succeed in the course. Integration should be successful if:

    a. Student's behavior (as measured by judgment of teachers and counselors) is not a threat to either his own safety or others; nor is it such that it will detract from his or others learning.

    b. Student expresses interest in course content.

    c. Recommendations of former and current instructors indicate probable success.

    d. Results of vocational aptitude and interest tests are positive.

    e. Results of occupational therapy evaluation are positive.

    f. Situational assessment has indicated adequate performance in an occupational area at one or more of the following sites.

        1) Work and job samples at a diagnostic center.

        2) Exploratory laboratory consisting of several mini-courses or modules

        3) Other special needs prevocational laboratories or skill preparation courses

        4) Another regular vocational course

        5) Summer career orientation/vocational assessment program at an area vocational center

        6) Residential summer career orientation/vocational assessment program for individuals with a particular handicapping condition

2. Regular vocational teacher exhibits a willingness to work with special needs students.

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*Rita Kalfas, a paper presented at the conference, "Seminar on Delivery Systems in Vocational Education for the Handicapped," Richmond, Virginia, January 15-17, 1976, pp. 32-34.

3. Special supportive services are provided to the regular vocational instructor.

   a. Special education instructor or prevocational coordinator to serve as resource persons to offer one-to-one assistance and to arrange tutorial aid for student when necessary.

   b. Reduction of class size if handicapped students are included so that teacher has time to give individual instruction to all students. There should be a minimal number of handicapped students (three to five maximum) in any one regular vocational class; reduction of the regular class size to a maximum of fifteen is also advisable. The school administration should explore the feasibility of a quota system whereby a handicapped student would count as two regular students in the determination of class size.

4. Instruction should be individualized to the students' interests, needs and abilities. Individual instruction takes into account evidence that persons vary in their learning ability, mode of learning, study habits, interest, amount learned about a given topic, skill development, motor ability, productivity on the job, language development, and communication skill levels. Where there is a basic amount of information in each skill area which can be most economically disseminated to the students on a group-instruction basis, after a minumum level of knowledge has been achieved, the program in each course should become as individualized as possible. Such a flexible, individualized approach should include the following:

   a. Individualized orientation session(s) for all handicapped students--this is imperative for the more seriously physically handicapped. Such an orientation should include information regarding special assistance available and a tour of classroom/laboratory to acquaint student with location of equipment and supplies (essential for visually impaired) and to provide opportunity for hands-on trial of special equipment. Optimally such orientation periods should be scheduled at a time when the class is not in session.

   b. Instructional techniques should be based upon non-abstract principles which maximize hands-on experience and minimize theory and required bookwork. Media (e.g., video tapes, movies, filmstrips, overhead transparencies, taped materials) should be utilized to reinforce basic concepts.

   c. Use of task analysis (e.g., breakdown of a process into its component parts and the mastery of each task before moving on to the next stage).

   d. Use of commercial/staff developed individualized programmed instruction modules. Such modules may be particularly

appropriate as part of a program sequence at the area vocational center since by the level the student should have developed the work habits and basic vocational competencies necessary to work without constant supervision.

e. Use of modular scheduling (e.g., a course is broken down into a series of modules which in turn are sub-divided into specific tasks to be performed. Each student proceeds at these tasks at his own rate of speed. It is not expected that all students complete all of the modules. The more vocationally handicapped student might concentrate mainly on those skills prerequisite to an entry level job (e.g., sanding and taping in auto body or only certain routines and machines in an office practice course).

f. Empathetic acceptance of handicapped students who are integrated into regular programs. Highly skilled individuals in the same surroundings tends to humiliate the slow and the unskilled. Instructors must foster interpersonal therapy.

REFERENCES

A Guide and Policy Manual of Vocational Instruction and Support, The Services for Disadvantaged and Handicapped Persons. Bismarck: North Dakota State Board of Vocational Education, 1976, pp. 10-20.

Kalfas, Rita. "Guidelines for Integration of Handicapped Students into Regular Classes." Paper presented at Seminar on Delivery Systems in Vocational Education for the Handicapped, Richmond, Virginia, January 15-17, 1976.

Kuntz, Gordon, and Richard Weatherman. Local Administrators of Special Needs Programs in Vocational Education. Washington: Bureau of Education for the Handicapped, Department of Health, Education and Welfare, September, 1975.

Suggested Utilization of Resources and Guides for Expenditures. Washington: U.S. Office of Education, 1972, pp. 13-20.

Trudeau, Elain, and Roger Nye. Legal Requirements for Class Sizes and Classloads for Special Education Services. Washington: Bureau of Education for the Handicapped, June, 1973, p. 51.

Trudeau, Elaine. Legal Provisions for Delivery of Educational Services on a Cooperative Basis of Handicapped Children. Washington: Bureau of Education for the Handicapped, June, 1973.

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SELF-CHECK

MULTIPLE-CHOICE

Directions: For the multiple-choice questions below, indicate your choice of the best answer by placing the appropriate letter in the space to the left of each question.

____ 1. Disadvantaged and/or handicapped persons may receive their training through (a) classroom instruction; (b) sheltered workshops; (c) laboratory or shop experiences; (d) a combination of the above.

____ 2. Areas that house the equipment for instruction of special need learners should be designed so that (a) beginning special need learners are able to use separate facilities; (b) advanced special need learners are able to use separate facilities; (c) beginning and advanced special need learners are able to use the same facilities; (d) none of the above.

____ 3. If physically and mentally handicapped students are to be successfully integrated into "regular" vocational classes, one of the following should be evident: (a) student aids are employed; (b) each "regular" vocational class includes at least five handicapped students; (c) regular vocational teacher exhibits a willingness to work with special needs students; (d) class size is kept to ten or less.

____ 4. Individualized services are required in one of the following areas: (a) teacher problems; (b) teacher aides; (c) note takers and transcribers; (d) all of the above.

TRUE-FALSE

Directions: For each of the statements below indicate your agreement with a "T" for a statement you believe to be true or an "F" for a statement you believe to be false in the space to the left of each statement.

____ 1. If handicapped students are to be successfully integrated into "regular" vocational classes, special supportive services should be provided to the regular vocational instructors.

____ 2. Governor's Manpower Services Council is a regional agency which operates programs such as the Neighborhood Youth Corps.

____ 3. An advisory committee of handicapped students should be composed entirely of educational leaders.

____ 4. Plans and specifications for equipment should conform with the minimum standards established by the State Department of Education.

MODEL ANSWERS

Multiple-Choice

1. d
2. c
3. c
4. a

True-False

1. True
2. True
3. False
4. True

LEARNING EXPERIENCE VI

ENABLING OBJECTIVE

Develop a written timetable for implementing a vocational program for disadvantaged or handicapped students in your school district.

Read Read the "Information Sheet," pp. 64-71.

Feedback Develop an outline timetable for implementing a vocational program for handicapped or disadvantaged students.

You may wish to meet with your resource person to discuss your timetable.

Use the checklist on p. 72 to evaluate the adequacy of your timetable.

INFORMATION SHEET

ESTABLISHING A PROGRAM IMPLEMENTATION TIMETABLE

As part of federal mandates, many State Plans for Vocational Education are calling for priority emphasis to be given to areas with high concentration of youth unemployment and high dropout rates. Being either disadvantaged or handicapped contributes significantly to both areas of concern.

Needs Assessment

A program for handicapped or disadvantaged persons is approached systematically, beginning with identification of the need for such a program. This need may be identified through local program evaluation, by members of the local community, or advisory committee members. Once a need has been identified, a plan should be developed for appropriate assessment (North Dakota State Board of Education, 1975). By conducting surveys and utilizing supportive personnel, disadvantaged and handicapped persons may be identified along with possible employment opportunities.

Recruitment and Promotion

Community participation and support for disadvantaged or handicapped programs is necessary and may be facilitated by recruitment and promotional activities. These activities may include flyers, visual or media presentations, and brochures.

Staff Development

Since pre-service programs to train personnel to serve the handicapped and disadvantaged are very limited, a well designed staff development

program must be conceived which should include in-service training (e.g., staff workshops, conferences, and seminars).

Schedule Modifications

In working with students having special needs, modified schedules are necessary to provide additional time for faculty to assist students with special problems. Some of the schedule modifications include extension of the school day, week, or year; instruction on an individual basis; and flexible scheduling to permit the open-entry, open-exit concept to be utilized.

Curriculum Development

When developing curricula for handicapped or disadvantaged students, concerns with regard to design relate to research, experimentation, demonstration projects, learning activity packages, orientation to employability skills, and special supplies and instructional materials. All of these areas require systematic planning and usually additional expense.

Equipment Modification

Necessary equipment modifications relate to the type of handicap involved such as visually handicapped receiving signals keyed to hearing rather than sight. The deaf and hard of hearing are provided signals keyed to sight rather than hearing. The orthopedically handicapped are provided hand controls for machines operated by foot. The mentally retarded are provided simplified equipment and simplified instruction guides.

Supplemental Services

Whether students are in regular or specialized vocational programs, supplemental educational services are necessary to assist students in

achieving program objectives. These services may include guidance and counseling, tutorial services, and such special services for handicapped as reader services for the visually handicapped, interpreter services for the deaf, and guide services for assisting the physically handicapped.

Community and Business Cooperation

No matter how "effective" the process (the program) is, unless the product (the student) is employed, the outcomes for occupational training have not been accomplished. In order to maximize the potential for success, enlist the cooperation of the business and industrial community. Advisory committees form an important link in this effort. It is through this support of vocational goals and job offers that opportunities are provided for disadvantaged or handicapped program success.

The implementation plan which follows provides an example of a time-table that will facilitate implementation of programs for handicapped and disadvantaged students.

IMPLEMENTATION PLAN

Objective	Strategy	Persons Responsible	Expected Completion Date	Estimated Cost
Conduct Survey/Evaluation	-Form a committee to identify and evaluate disadvantaged or handicapped individuals.	Local Staff	May 1	
	-Conduct local surveys, obtain manpower data from the State Employment Agency to ascertain employment opportunities for disadvantaged or handicapped youth or adults.	Local Staff State Staff	May 1	
	-Establish program priorities.		May 15	
Conduct Recruitment/Promotional Activities	-Prepare announcements, posters, flyers, brochures, and other visual media in an effort to reach the disadvantaged of handicapped person and potential employers.	Local Staff	July 1	
Assess Disadvantaged or Handicapped Students	-Test students to determine academic level, interest, and abilities.	Local Staff	Sept. 30	
	-Provide counseling services to assist in identifying and classifying specific problems of individual students.	Local Staff	Sept. 30	

NOTE: This timetable spans more than one academic year. The asterisk (*) by the date will denote program year. Dates without the * are for the planning year.

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Objective	Strategy	Persons Responsible	Expected Completion Date	Estimated Cost
Provide Staff Development	-Establish in-service training to prepare teachers to work with disadvantaged or handicapped students.	Local Staff State Staff	Aug. 1	
	-Identify conferences, workshops, and special institutes for faculty members to attend.	Local Staff	Continuous	
Design a Modified Schedule	-Investigate and select the alternative(s) that best meet the program's needs: Instruction on an individual basis; flexible scheduling to permit open entry, open exit; extension of school day, week, year.	Local Staff	Oct. 1	
Provide for Curriculum Modification	-Conduct an occupational analysis to determine necessary modifications in instruction, equipment, or methods. Identify specially designed workbooks or textbooks.	Local Staff	Nov. 1	
Develop the Curriculum	-Prepare a specially designed program that may include: research, experiment, demonstration projects, learning activity packages, special supplies and instructional materials, consumer education, employability skills, and salary for the teaching staff.	Local Staff State Staff	Nov. 1	
Establish Policy for Program Operation	-See Learning Experience IV	Local Staff	Nov. 1	

Objective	Strategy	Persons Responsible	Expected Completion Date	Estimated Cost
Provide for Equipment Modifications	-Identify special equipment necessary if the program is for visually handicapped, deaf and hard of hearing, orthopedically handicapped, or mentally retarded.	Local Staff	Nov. 1	
Provide Supplemental Services	-Secure guidance and counseling services to include referral and follow-up, job placement to include job development and employment follow-up, tutorial services, reader service, interpreter service, and guide service.	Local Staff	Continuous	
Cooperate with Business Community	-Enlist the support of the business community for the goals of vocational education through job offers, teacher training, and exploration opportunities for handicapped or disadvantaged students.	Local Staff	Continuous	
Prepare State Reports Related to Handicapped & Disadvantaged Program Funding	-Include program in Five-Year Plan with appropriate schedule for preliminary application for vocational funds.	Local Staff	Jan. 14	
	-Submit application for vocational education funds: instructors in disadvantaged or handicapped program.	Local Staff	Aug. 2* Oct. 1*	
	-Submit application for State aid from vocational funds for equipment.	Local Staff	Aug. 2* Oct. 1*	
	-Submit enrollment verification forms.	Local Staff	Oct. 15*	

Objective	Strategy	Responsible	Expect Completion Date	Estimated Cost
	-Submit vocational education requisition for funds for disadvantaged or handicapped programs.	Local Staff	Dec. 31* June 10*	
	-Submit student program completion form.	Local Staff	May 2*	
Assess Program Outcomes	-Conduct a local program evaluation.	Local Staff	June 1*	
	*-Conduct Student Follow-up		Jan. 1**	

**Six month follow-up of completions

REFERENCES

A Guide and Policy Manual of Vocational Instruction and Supportive Services for Disadvantaged and Handicapped Persons. Bismark: North Dakota State Board for Vocational Education, 1975.

Kimbrell, Grady, and Ben Vinyard. Strategies for Implementing Work Experience Programs. Bloomington: McKnight and McKnight, 1972.

TIMETABLE CHECKLIST

Check as to whether the following were provided for:

1. Survey to identify disadvantaged or handicapped individuals . . . . . YES ? NO
2. Recruitment activities to reach disadvantaged or handicapped persons . . . . . YES ? NO
3. Promotional activities to reach potential employers . . YES ? NO
4. Testing of students to determine academic and interest levels . . . . . YES ? NO
5. Staff development activities . . . . . YES ? NO
6. The designing of a modified schedule . . . . . YES ? NO
7. Provisions for curriculum modification . . . . . YES ? NO
8. Provisions for equipment modification . . . . . YES ? NO
9. Supplemental services programs . . . . . YES ? NO
10. Provisions for preparing required application forms . . YES ? NO
11. Means for program evaluation . . . . . YES ? NO

In the spaces provided below, comment on the strong points and the weak points of the outlined timetable and suggest areas for revision when appropriate.

A. Strong Points:

B. Weak Points:

MODULE ASSESSMENT*

TERMINAL OBJECTIVE
Based upon a real or simulated situation, develop a written plan for a vocational program to serve disadvantaged and/or handicapped students.

Plan Develop a plan for implementing a vocational program to serve disadvantaged and/or handicapped students.

Review Review the plan in Learning Experience VI, pp. 67-70. Review your plan with two of your peers. Use their suggestions in revising your plan.

Optional Activity Interview at least one knowledgeable vocational director or State Supervisor to determine which strategies should be included in your plan for developing a vocational program for disadvantaged or handicapped students.

Feedback Your competence will be assessed by your resource person using the "Performance Assessment Form," pp. 74-75.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are proficient in implementing your vocational program for disadvantaged and handicapped students.

*You may choose to complete this assessment without completing the first six learning experiences if you think you have the proficiency to do so.

Plan The plan you will be developing will give you a chance to use your knowledge of strategies for implementing a vocational program for disadvantaged and handicapped students.

This plan must include a time line for implementing your plan along with the people involved in each activity (including their role and function). It is also important that you consider the following:

1. determining needs for vocational programs
2. identification of handicapped and disadvantaged students
3. legislation relating to handicapped and disadvantaged students
4. use of psychological services
5. policy and procedures
6. resource requirements (e.g., facilities, teachers, supportive services, etc.)
7. establishment of advisory committees
8. evaluation and follow-up

Your plan's format should include an overall goal, specific objectives, a list of activities, and evaluation procedures for each aspect of the plan.

Review Review your plan with two of your peers. Use their suggestions in revising your plan.

Optional Activity You may wish to arrange an interview with at least one knowledgeable vocational director or State Supervisor of Vocational Education to (1) discuss the strategies for implementing a vocational program for disadvantaged and/or handicapped students and (2) identify strategies to be utilized in providing for staff development.

Rate the students' performance in preparing an implementation plan for vocational programs for disadvantaged or handicapped students. Circle the YES, ?, or NO column to indicate that each point was fully covered, partially covered, or not covered, respectively.

PERFORMANCE ASSESSMENT FORM

This plan includes the following:

I.	Survey and evaluation strategies			
	A. Identification and evaluation of handicapped or disadvantaged students	YES	?	NO
	B. Local manpower data related to employment opportunities for disadvantaged or handicapped students	YES	?	NO
	C. Identification of program priorities	YES	?	NO
II.	Recruitment and promotional activities types of announcements			
	Flyers, posters and brochures to be distributed .	YES	?	NO
III.	Policy for program operation			
	Strategies for developing policies	YES	?	NO
IV.	Student			
	A. Test to be used in evaluating the academic abilities, interests, and abilities of disadvantaged or handicapped students	YES	?	NO
	B. The type of guidance and counseling services provided	YES	?	NO
V.	Staff Development			
	A. Strategies for in-service training	YES	?	NO
	B. Types of conferences, workshops	YES	?	NO
VI.	Modification of schedules			
	A. Instruction on an individualized basis	YES	?	NO
	B. Flexible scheduling to permit open entry, open exit	YES	?	NO
	C. Extension of the school day, week or year	YES	?	NO
VII.	Curriculum modification			
	A. Determine the necessary modifications in instruction, equipment and methods	YES	?	NO
	B. Identify specially designed workbooks or textbooks	YES	?	NO

VIII. Curriculum development

Prepare a specially designed program . . . . . YES ? NO

IX. Equipment modifications

Identify special equipment needed for the type of students served . . . . . YES ? NO

X. Supplemental services

A. System of referral and follow-up . . . . . YES ? NO
B. Job placement procedures . . . . . YES ? NO
C. Tutorial services . . . . . YES ? NO
D. Special services for the type of students served . YES ? NO

XI. Community relations

A. Use of advisory committees . . . . . YES ? NO
B. Procedures of business and industry cooperation . YES ? NO

XII. Budgeting

A. Staffing cost . . . . . YES ? NO
B. Equipment cost . . . . . YES ? NO
C. Supplies and material cost . . . . . YES ? NO
D. Facilities cost . . . . . YES ? NO
E. Supplemental services cost . . . . . YES ? NO

XIII. Program outcomes - include strategies on how to

A. Conduct a local program evaluation . . . . . YES ? NO
B. Conduct a student follow-up . . . . . YES ? NO

LEVEL OF PERFORMANCE: All items must receive YES responses. If any item received a ? or NO response, discuss this with your resource person and, if necessary, the learning experience, or part of it, must be repeated.